



KING'S PARK ACADEMY TEACHING & LEARNING POLICY

Adopted by Academy Advisory Committee: June 2021

To be reviewed: June 2024

**HIGH EXPECTATIONS LEAD TO HIGH ACHIEVERS
PART OF THE AMBITIONS ACADEMIES TRUST**

Introduction

At King's Park Academy, we believe passionately in helping our pupils achieve their individual best. At the heart of all our work is our belief that, 'High Expectations lead to High Achievers'. Our high expectations extend to all aspects of the Academy's work: academic standards, behaviour, respect, kindness and courtesy.

We deliver a rich curriculum, which provides opportunities for all our pupils to succeed. It is characterised by two themes: academic rigour and creative learning experiences so our pupils grow into independent, confident learners. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Rational for Teaching and Learning

At King's Park Academy, we ensure that interactions with children follow these key principles:

- **(Pedagogical) content knowledge**

The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods and identify students' common misconceptions.

- **Quality of instruction**

Includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.

- **Learning Environment**

Covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognising students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

- **Classroom management**

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

- **Teacher beliefs**

Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

- **Professional behaviours**

Behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

(The Sutton Trust – What makes great teaching - October 2014)

1. Senior Leadership

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures as outlined in our school's self-review programme. Leaders track progress made on the Raising Achievement Plan. Teaching is continually supported and challenged through distributed leadership. Middle leaders, in addition to the senior leadership team, undertake a range of activities in order to challenge, support and scrutinise the quality of teaching and learning on a

regular basis. This varied and wide-ranging set of activities is also used to ensure rapid progress in teaching and to ensure that standards are raised. Reassessment of teaching staff not found to be at least good will be undertaken through observation, books, data scrutiny to prove rapid improvement has been achieved.

Supporting activities are as follows:

- Accountability of progress and attainment data at pupil/group/class/year group/phase/whole school level
- Lesson observations
- Learning walks
- Drop ins
- Team Teaching
- Work scrutiny
- Planning scrutiny
- Moderation

2. Lessons

All pupils must be supported to enable them to make excellent progress within every lesson. **"Every second counts"** so learning opportunities must be engaging and purposeful, leading to consistent high-quality outcomes which can be evidenced through learning walks, data outcomes, planning scrutiny and book scrutiny.

Lessons are:

- Based around a clearly worded, skills based (not contextual) WALT (We are learning to). *What are the children learning?*
- Supported by clearly worded and structured "Steps to success" (S2S). This guidance is specific and allows children a greater level of independence when completing any given work. *How will we achieve the WALT?*
- Supported through modelling of an activity
- Explicit teaching of misconceptions
- Engaging
- Led by Assessment for Learning (AfL) with appropriate pace
- Interactive
- Focused.

3. Teaching

At King's Park Academy, we believe that the best teaching should include:

- A positive climate for learning
 - well developed
 - effective working relationships between staff and children and between children themselves
 - children are encouraged to have a go and take risks
 - children are allowed to make mistakes
- Teachers and other adults work hard to plan effectively and create a positive climate for learning in lessons and children are engaged and interested
- Rich variety of teaching styles and approaches designed to maximise learning opportunities through a creative curriculum and learning outside the classroom opportunities
- Enthusiastic staff who appear to be enjoying their teaching, promoting a thirst for learning, using highly effective questioning and allowing adequate time for the embedding and deepening of children's skills, knowledge and understanding
- Outstanding behaviours for learning – children showing a thirst for learning and resilience when taking risks/making mistakes

- Highly differentiated learning to provide support, scaffolding, challenge and extension to all, meeting the varying needs of the children
- Good modelling and scaffolding taking individual needs into account
- Children's learning targets referred to in lessons and children given opportunities to achieve them
- Well pitched and timely interventions, systematic checking of understanding where children respond readily to feedback
- Clear expectations – WALTs, S2S are referred to at the start of the lesson and during the lesson – children know what they are learning
- Giving children opportunities to apply their learning in a range of contexts, deepening their understanding
- A variety of peer and self-assessment activities used as a tool to make outstanding progress in lessons
- AfL Strategies are embedded in lessons with good use made of mini plenaries and opportunities for misconceptions to be corrected
- High levels of pupil enjoyment and engagement in all parts of the lessons
- High quality resources prepared and inspiring learning environments
- Lessons that have pace and purpose
- Good subject knowledge
- A team approach which uses all adults effectively to enhance the curriculum
- TAs know the learning objectives and are able to support learning and progress proactively
- High quality consistent role modelling by all
- A sense of humour

4. Learning

We believe that the best learning takes place when:

- Children value their learning because they understand the connection between education and their future success.
- Children have a good relationship with their teacher
- Children feel safe and secure
- Learning intentions are shared and are clearly understood by the children
- Children challenge their own and others thinking through effective questioning
- The journey of learning is valued and it is understood that it leads to reaching your full potential
- Children are aware of their targets, their next steps and how they can achieve them.
- There is time to reflect and develop independence in learning
- There are opportunities for whole class work, group work, collaborative learning, paired work, and independent work

5. Marking and Feedback

Marking and feedback is integral to pupil progress and to offer the children opportunities to know what they have done well alongside areas to develop further.

- Instant feedback is given during the lesson
- Every piece of work is marked by the teacher in green pen
- WALTs are ticked with 1, 2 or 3 ticks to indicate level of understanding
- Positive comments are to be given on work
- Feedback sheets are completed when marking writing. These sheets are used to improve planning and future support.

6. Learning Environment

We believe that for teaching to be really effective:

- Classrooms should provide the optimum environment for focused learning:

- The front of the classroom will show the WALT, model and Steps to Success, as well as the date (long and short – underlined with a ruler). The area around the board is also kept free to minimise distraction.
- All areas around the classroom are clutter free to minimise distraction and support pupil focus: books are organised onto shelves/cupboards; coats and bags are hung onto pegs; water bottles and lunchboxes are kept in a specified area; teacher and TA areas are kept clear of any clutter.
- Individual whiteboards and pens are kept in specified areas of the classroom when not being used and pupil tables are kept clear.
- All resources in trays are clearly labelled.
- A visual timetable is displayed daily and a now and next board may be used for specific children.
- Displays within the classroom all support learning. Displays are created for Literacy, Maths, Topic and Phonics/spelling. Age-appropriate number lines and letter formation alphabets are displayed prominently in each classroom. Also, the RWI complex sounds poster is displayed in every classroom and additionally the sound freezes are up in all EYFS and KS1 classrooms.
- The four coloured Zones of Regulation are displayed on the first 4 cupboard doors in every classroom.
- Outside classrooms, high quality writing from each class is displayed. All children’s work is to be included in the display.
- British Values and rights and responsibilities promoted and explored through displays, class and whole school assemblies and discussions.

7. Teaching Assistants

For Teaching Assistants to be deployed effectively they will:

- Have a good understanding of planning, intentions & the social and emotional needs of children
- Be professional and work as part of a team
- Set a good example and model behaviour
- Understand the ways in which children can learn
- Challenge and support children
- Be managed by the classroom teacher

8. Planning

Good planning will:

- Include clear learning intentions - WALT and Steps to Success
- Create opportunities for cross-curricular learning
- Include enrichment activities such as WOW days
- Build on assessment of prior learning
- Indicate how Teaching Assistants will support
- Be flexible, catering for all abilities and interests
- Reflect different teaching and learning styles
- Show clear differentiation including scaffolding and resources being used
- Identifying the key questions to be used in the lesson

9. Behaviour & Attitudes

For teaching to be at least good:

- Teachers and children will have high expectations of behaviour
- Positive Framing is used to support positive behaviour
- There must be positive relationships and mutual respect within the whole school
- Children and adults will be respectful to all others in school
- Children should be encouraged to take ownership of their behaviour
- Children are actively involved in developing rights and responsibilities and understand what choices and consequences are in place

- The use of 'Character and Achievosaur Awards' will promote positive behaviour choices and develop character in each individual
- The student voice will be encouraged to reflect on behaviours and attitudes
- Children are taught to understand and regulate their emotions through Zones of Regulation.

10. Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life:

- Verbal or written praise by teachers, peers, senior staff and parents
- Displays of work
- Opportunities to perform and share
- Encouraging self esteem
- Awarding of stickers and certificates
- Sharing success with the community
- Awarding trophies
- Weekly celebration assemblies

11. Role of the Academy Advisory Committee

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the Principal's reports to governors and the work of the curriculum and school improvement committees.

12. The Role of the School in Supporting Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school.

We do all we can to communicate with parents about what and how their children are learning by:

- Sending information to parents
- Holding Parent consultations
- Sending mid year reports indicating progress and attainment
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Sending frequent newsletters
- Providing opportunities to liaise with outside agencies that are working with individuals
- Sending regular homework
- Meeting with parents of SEND children to review progress and set new objectives
- Meeting or contacting parents upon request in addition to parent consultation meetings and at a mutually convenient time.

13. The Role of Parents

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement
- Ensure the school No Smoking Policy is observed
- Ensure that their child arrives at school on time
- Checking reading folders, homework, diaries for letters and information from school
- Volunteer for school trips when needed
- Volunteer to share their own knowledge and expertise from their own profession

A further breakdown, with regards to expectations for each area, can be found in the 'Handbook'.

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